Administrator Professional Practice Framework
(With Draft Performance Descriptors)
8-26-10

- Design principles (from the RIDE Educator Evaluation System Standards and Working Group feedback):
  - Builds upon the RIELS
  - Includes specific evidence of the quality of instructional leadership and school management at various competency levels
  - Is integrated with and supportive of districts' initiatives and strategic plans
  - Seeks information, where available, from staff, students, families, and community members
  - Is based, wherever possible, on outcomes, evidence, and observable behaviors
  - Provides an opportunity for administrators to provide evidence of their professional practice
  - Incorporates different types of evidence and relies on multiple measures
  - Is fair and consistent

- Note: Measures of the impact on student learning are deferred to RIDE and to the Student Learning Measures Working Group. Administrator Professional Responsibilities that are described in RILS 5 and 6 are tentatively deferred to the Professional Responsibilities Working Group. Administrators' professional goal-setting is tentatively deferred to the Development Working Group.

- To do:
  - Think of a principal that you know well; evaluate them according to the rubric
  - With that experience in mind, review and edit the draft Performance Descriptors and draft sources of evidence

Domain 1: MISSION, VISION AND GOALS

Guides the development, articulation, implementation, and sustenance of a shared vision of learning, and sets high expectations for each student

1A. Establishes and maintains school mission, vision and goals that set clear and measurable high expectations for all students and educators.			
4	3	2	1
Meets high, measurable goals for student outcomes and educator development that are aligned with district priorities and based on the analysis of multiple sources of information	Establishes and pursues high, measurable goals for student outcomes and educator development that are aligned with district priorities and based on the analysis of multiple sources of information	Establishes student outcome and educator goals but they are poorly aligned with district goals or not informed by robust analysis of multiple sources of information	Student outcome and educator goals are weak, stated and forgotten, or not aligned with district priorities and analysis of multiple sources of information

Appropriate sources of evidence:
- ✓ Written student outcome goals at the school, classroom, grade, subject and student level are clear, rigorous, and are based on the Rhode Island learning standards
- ✓ School visits show that all staff understand the school's student outcome goals
- ✓ Classroom visits show that lessons are planned and conducted based on lesson objectives designed to meet applicable student outcome goals
- ✓ Results of regular assessments and other sources of information show consistent progress toward the student outcome goals
- ✓ School visits show that staff regularly evaluate progress toward meeting goals and adjust instructional strategies accordingly
- ✓ Student or family surveys meet district or school goals for students' and families' reported understanding of individual student's outcome goals and the student's progress toward meeting them
- ✓ School visits show that all staff understand their developmental goals
- ✓ Staff surveys meet district or school goals for staff feelings of support in reaching their developmental goals

1B. Builds and maintains an inclusive process for creating and sustaining the school mission, vision, and goals, which builds common beliefs and dispositions and genuine commitment among staff, parents, students, and other stakeholders

4	3	2	1
Clear school wide processes sustain strong, ongoing capacity of staff and other stakeholders to develop, implement and communicate school mission, vision and goals; staff and other stakeholders take responsibility for selecting and implementing effective improvement strategies and assessing and monitoring progress towards the mission vision, and goals	Staff and other stakeholders actively participate in developing, implementing and communicating school mission, vision and goals; staff and stakeholders are involved in selecting and implementing effective improvement strategies and monitoring progress towards the mission, vision and goals	Involves some staff and other stakeholders in developing, implementing and communicating school mission, vision and goals but staff and stakeholder involvement is limited; staff and other stakeholders have limited involvement in selecting and implementing effective improvement strategies and monitoring progress towards the mission, vision and goals	Does not actively involve staff and other stakeholders developing, implementing and communicating school mission, vision and goals; staff and other stakeholders have little productive involvement in selecting and implementing effective improvement strategies and monitoring progress towards the mission, vision and goals

Appropriate sources of evidence:
- ✓ School visits show strong staff and stakeholder understanding and commitment to school mission, vision and goals
- ✓ Surveys of staff, parents, students or other stakeholders meet district or school goals for reported involvement in the development of school mission, vision, and goals
- ✓ Surveys of staff, parents, student or other stakeholders meet district or school goals for reported commitment to school mission, vision and goals

1C. Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources

4	3	2	1
Utilizes comprehensive, sustainable systems and processes for planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources to drive a powerful school wide continuous improvement cycle that engages all stakeholders	Utilizes clear and effective systems and processes for planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources to address school challenges	Utilizes some systems and processes for planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources but they are not comprehensive or not fully effective in addressing school challenges	Attempts to address school challenges without clear systems or processes for planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources

Appropriate sources of evidence:
- ✓ School visits reveal strong systems and processes for regularly reviewing data at the school, grade, team, and subject/course level
- ✓ School visits and discussions with staff confirm continuous planning for, and monitoring, improvement based on review of multiple sources of information about student learning
- ✓ Data notebooks, data walls or other systems of data collection show that multiple sources of information are used to track progress against goals and improve instruction
- ✓ Budgets show that the use of discretionary funds is aligned with school mission, vision and goals
- ✓ Instructional improvement plans and interventions are supported by strong rationales, based on what works
- ✓ Staff surveys meet school or district goals for reported use of effective change management strategies

Domain 2: LEARNING AND TEACHING

Monitors and continuously improves learning and teaching

2A. Develops a strong collaborative culture focused on student learning and the development of professional competencies that lead to quality instruction			
4	3	2	1
Models openness to change and encourages risk-taking in support of student learning goals; sustains a strong school culture of collaboration and professional development that drives student learning and professional competencies; all staff receive standards based, job-embedded professional development	Models openness to change; staff cooperatively plans for effective instruction and shares a commitment to the development of professional competencies; guides and supports standards based, job-embedded professional development	Supports change; staff meets to discuss student learning and works to develop professional competencies but there is not school wide commitment to the development of professional competencies; standards based, job-embedded professional development is present but sporadic or often ineffective	Resistant to change; staff demonstrates little or no collaboration around instructional needs; little or no standards based, job-embedded professional development

Appropriate sources of evidence:
- ✓ Staff surveys meet district or school goals for a reported culture of professional development
- ✓ Professional development participation and satisfaction rates meet district or school goals
- ✓ School visits show regular, productive common planning time
- ✓ Written, individual staff professional development plans are aligned to school goals and individual developmental needs
- ✓ Professional development planning and programming is based on student learning needs and school goals
- ✓ School visits reveal strong staff commitment to shared professional development in pursuit of student learning goals and a common language about instruction

2B. *Ensures the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards*			
4	3	2	1
Creates sustained systems for identifying and implementing effective, research-based instructional practices aligned with standards, including systems for coaching and development that ensure all instructional staff differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student achievement results	Identifies and implements effective, research-based instructional practices aligned with standards; provides regular coaching and professional development to develop the capacity of instructional staff in differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student achievement results	Works to identify and implement effective, research based practices aligned with standards; supports coaching and development to assist instructional staff in differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student achievement results	Ineffective implementation of researched-based, instructional practices; little or ineffective coaching and development to assist instructional staff in differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student achievement results

Appropriate sources of evidence:
- ✓ School visits and classroom observations show that strong systems are in place for implementing effective instructional practices that respond to student learning needs, including coaching and development
- ✓ School visits and classroom observations show that teachers differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results
- ✓ District or school goals for increases in student academic participation and achievement are met in areas such as:
    - o Attendance rates
    - o On track metrics, such as grade progression or freshmen on track
    - o Graduation rates
    - o AP course participation rates and scores
    - o ACT or SAT scores
    - o Other measures of academic participation and progress that are not part of the Student Growth component of the RIDE model

2C. Implements appropriate school strategies and practices for assessment, evaluation, performance management and accountability to monitor and evaluate progress toward the mission, vision, and goals.

4	3	2	1
A variety of data and assessments serve as evidence of student learning, in a sustained, school-wide system for monitoring and evaluating progress and improving learning and teaching; the school community consistently analyzes data about all students and subgroups to improve learning and teaching	Regular use of data and assessments inform school-wide systems for monitoring and evaluating progress and improving learning and teaching; the school community regularly analyzes data about all students and subgroups to improve learning and teaching	Data and assessments sometimes inform monitoring and evaluating progress and improving learning and teaching; the school community occasionally analyzes data about all students and subgroups to improve learning and teaching	Data and assessments rarely inform monitoring and evaluating progress and improving learning and teaching; the school community rarely analyzes data about all students and subgroups to improve learning and teaching

Appropriate sources of evidence:
- ✓ School visits show that
  - ▪ instructional staff regularly assess student progress toward individual student and group learning goals, based on a variety of district and/or school provided and teacher devised assessments
  - ▪ instructional staff regularly review and calibrate student work against standards
  - ▪ progress toward student learning goals is recorded and communicated to instructional staff , students, and families
  - ▪ individually and in teams, instructional staff analyzes student and group progress toward learning goals and modifies instruction for better outcomes
- ✓ Staff evaluations and professional development plans are grounded in student outcomes and modified to reflect student and staff developmental needs

Domain 3: ORGANIZATIONAL SYSTEMS

Supervises and maintains organizational systems and resources for a safe, high-performing learning environment

3A. Addresses real and potential challenges to the physical and emotional safety and security of the school community that interrupt teaching and learning			
4	3	2	1
School-wide systems, culture, and climate ensure the physical and emotional safety of the entire school community	School is safe and secure; potential challenges to the physical and emotional safety of the school community are addressed timely and effectively	School is making progress on addressing challenges to the safety and security of the school community	School is not adequately addressing challenges to the physical and emotional safety and security of the school community

Appropriate sources of evidence:
- ✓ Attendance data shows that the school meets district or school attendance goals for students and teachers
- ✓ Tardiness data shows that students and teachers meet district or school goals for timely arrival for school and for each class
- ✓ The school schedule is designed well and runs smoothly, with learning time maximized and disruptions minimized
- ✓ Student survey responses meet district or school goals for reported feelings of safety and physical and emotional security
- ✓ Student survey responses meet district or school goals for reported connections with teachers and staff
- ✓ Student safety and discipline data (if reliable) shows that the school meets goals for improving safety and discipline
- ✓ The school safety and security plan is useful and comprehensive; school visits show that staff understand and use the safety plan
- ✓ School visits show
  - ▪ Safe, clean, and secure physical plant
  - ▪ Orderly, respectful passing in the halls
  - ▪ Classes (middle, high) or subject/activity transitions (K-5) begin on time, with bell-to-bell learning
  - ▪ Teachers control their classrooms, using well understood, established routines to deal with disruptions, so that disruptions are minimal

3B. Establishes an infrastructure for personnel that operates in support of learning and teaching			
4	3	2	1
All personnel actions, including recruiting, hiring, assigning, retaining, evaluating and dismissing staff, are designed to meet student learning goals; observation and evaluation systems hold all staff accountable for student outcomes; personnel assignments ensure equitable access to high quality teaching; professional development meets the diverse learning needs of all staff in order to attain student learning goals	Personnel actions, including recruiting, hiring, assigning, retaining, evaluating and dismissing staff, support student learning goals; all required evaluations and observations are conducted timely and thoroughly; personnel assignments are based on student needs; professional development meets diverse learning needs and assists in meeting student learning goals	Personnel actions, including recruiting, hiring, assigning, retaining, evaluating and dismissing staff, do not always support student learning goals; most evaluations and observations are in compliance with district policy; some but not all personnel assignments are based on student needs; professional development does not fully meet educators' needs or assist in meeting student learning goals	Personnel actions, including recruiting, hiring, assigning, retaining, evaluating and dismissing staff, often do not support student learning goals; significant lapses in evaluation and observation process; personnel assignments are not responsive to student needs; professional development is not high quality or tailored to meet educators' needs and student learning goals

Appropriate sources of evidence:
- ✓ School human resource records show that vacancies are identified and recruitment begun as early as possible, given district procedures
- ✓ Conversations with staff show that the school has a well understood profile of candidates who are likely to succeed in the school and enforces a disciplined hiring process based on the profile
- ✓ Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals
- ✓ Staff developmental plans are clear and based on student needs
- ✓ School visits show that school-based training and development addresses student learning goals and challenges, as well as identified developmental needs of staff
- ✓ Staff surveys meet district or school goals for staff beliefs that staff are developed in accordance with their needs and the needs of students
- ✓ Retention data show appropriate differential staff retention, based on effectiveness, and do not show inappropriate patterns of highly effective teachers leaving the school or ineffective teachers being retained
- ✓ School visits reveal a system for regular coaching and reviews of progress with staff members on remediation plans
- ✓ Records show that ineffective teachers are dismissed after given a fair opportunity to improve
- ✓ Records show that tenure decisions are based on clear assessments of effectiveness
- ✓ Discussions with school leaders show that analysis of student learning needs informs professional development planning, and that the success of professional development programs is measured by progress in student learning

3C. Establishes an infrastructure for finance that operates in support of improving learning and teaching

4	3	2	1
Resources are appropriately leveraged and fully aligned to meet school goals and student needs; forcefully advocates and secures resources to achieve school goals	Operates fully within district budget and fiscal guidelines; uses discretionary resources to support school goals and meet student needs; advocates for resources to achieve school goals	Complies with district budget and fiscal guidelines	Does not manage budget in compliance with district guidelines

Appropriate sources of evidence:

- ✓ Discretionary budgets show that funds are used to ensure that the conditions for learning are in place, school learning goals are met, and staff developmental needs are addressed

3D. Supervises daily and ongoing management structures and practices that enhance learning and teaching

4	3	2	1
Management structures and practices ensure that school planning and the use of resources, data systems, technology, and physical plant are continuously aligned to drive the attainment of school instructional goals	Management structures and practices are in place to align school planning and the use of resources, data systems, technology and physical plant with school instructional goals	Management structures and practices sometimes align school planning and the use of resources, data systems, technology and physical plant with school instructional goals	Management structures and practices are not in place to align school planning and the use of resources, data systems, technology and physical plant with school instructional goals

Appropriate sources of evidence:
- ✓ School visits show that regular systems for recording and analyzing student learning data drive instructional decisions, including assignment of staff, allocation of resources, lesson planning, coaching, and staff professional development
- ✓ School space and technology are maximized to support student learning
- ✓ No material violations of law, regulations, or district guidelines occur, or those that occur are promptly remedied
- ✓ Compliance checklists, if applicable, meet district established goals

Domain 4: COMMUNITY

Collaborates with stakeholders to respond to diverse community interests and needs and mobilize community resources that improve student achievement

4A. Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning			
4	3	2	1
Families are substantially and actively engaged in their children's learning; strong family and community partnerships assist in meeting student learning goals	Families are welcome and regular participants in their children's learning; family and community partnerships support student learning	Families occasionally participate in their children's learning; some family and community partnerships foster student learning	School does not reach out to family and community members

Appropriate sources of evidence:
- ✓ Family surveys meet district- or school-established goals for understanding and support of student learning goals
- ✓ Family participation rates for specific events meet district or school goals
- ✓ School visits show strong evidence of family presence and participation in the school
- ✓ Family and community members provide tangible and intangible support of school goals

4B. *Responds and contributes to community interests and needs to provide best possible education for students and their families*

4	3	2	1
Deeply understands community values and interests and responds to community needs; celebrates diversity as an asset to the school community; develops strong relationships with all key community stakeholders	Understands community values, interests and needs; recognizes diversity as an asset to the school community; identifies and engages key stakeholders	Community input is solicited and occasionally used to inform decisions; some key stakeholders are engaged	Weak understanding of the community; community members and key stakeholders are not meaningfully engaged

Appropriate sources of evidence:
- ✓ Community surveys meet district or school goals for reported understanding and engagement
- ✓ School and community visits show that community members and organizations are active in the school and support school goals
- ✓ Written community engagement plans, schedules, and strategies drive mindful community and stakeholder engagement
- ✓ Key stakeholders support the school

4C. Collaborates to share resources of the school and community to provide critical support for children and families

4	3	2	1
Engages all community resources and agencies to provide comprehensive health, social, and other services to students and families; has strong, ongoing relationships with all key community organizations to share school and community resources	Engages community resources and agencies to provide health, social, and other services to students and families; develops strong relationships with many community organizations to share school and community resources	Sometimes engages community resources and agencies to provide health, social, and other services to students and families but does not have a thorough engagement plan; develops some relationships with community organizations to share school and community resources	Little outreach to families or community; no use or sharing of community resources

Appropriate sources of evidence:

✓ Health, social, and other services are available inside and outside the school to meet the needs of students and families
✓ Community organizations partner with the school to meet school goals and student needs
✓ School resources are made available, where possible, to meet community needs